

## **LET 1 Electives-- MOWW Freshman Focus Curriculum, Community Service/Service Learning**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **Teamwork**

- 1.Set class standards
- 2.Identify basic elements of teamwork
- 3.List three goals to accomplish this year
- 4.Write your definition of a friend
- 5.Define vocabulary words

### **Maslow's Hierarchy of Needs**

- 6.List the series of steps (a hierarchy) that people progress through as they grow and mature
- 7.Demonstrate knowledge of the progressive pattern by helping others
- 8.List the three responsibilities that you have toward yourself
- 9.Describe "Developing knowledge"
10. List factors involved with caring for your health
11. Explain "Insure you have joy in your life".
12. Discuss why and how you could establish an environment rich in esteem needs and one which could aid one's self actualization needs.
13. Describe where prejudice fits into the five levels of needs
14. Explain why racial prejudice has such a negative effect in the workplace. Explain military effectiveness reports and the effect of prejudice in the US military.
15. Relate the concepts of mind, body, and spirit to the concept of Maslow's Hierarchy.

### **Speaking and Writing**

16. Scan the information about the subject
17. Write down the main points
18. Make an outline
19. Develop an opening sentence that captures attention
20. Explain the main points of your presentation in detail through a lecture, group discussion or demonstration
21. Use clear language suited to your audience to motivate them to continue to listen
22. Develop the body of the paper or speech
23. Define complicated words

24. Use visual aids appropriately to make your ideas exciting.
25. Develop a summary that clearly restates the main points

### **You have the potential**

26. Define potential
27. State what determines performance in an individual.
28. List eight things that impede potential
29. Describe the difference between natural ability and performance

### **Self-image and self-esteem**

30. Define attitude, self-esteem and self-image
31. Describe what attitude, self-esteem, and self-image actually mean
32. Explain what conditioning means and how it affects a person's life
33. Give two examples of how a person's actions may reflect his or her level of self-esteem
34. Describe the process of how to change self-image thus negative behavior
35. Provide 11 examples of how behavior is conditioned:
36. Explain how to cause change
37. Write down your goals

### **Personal Values**

38. Define the term values
39. Identify 10 of your most important values
40. Describe the importance of values and how they affect your personal behavior.

### **Create your own success**

41. Describe the failures of Abraham Lincoln and Thomas Edison
42. Describe how to deal with failure
43. Explain how to focus on your positive achievements
44. Explain why success is a journey and not a destination
45. List three steps to success

### **Goal setting and human behavior**

46. Describe what or who stops or limits your potential
47. Select three ideas from the topics listed in previous lessons and use them in a presentation titled: Three Ideas That Most Will Help Me in Life.

### **Dental care**

48. List two causes of tooth decay and gum disease
49. Describe three ways to reduce tooth decay.

### **Writing Resumes**

50. Describe what is a resume
51. Write down 3 things the resume heading should include
52. List 12 things that should be in the content of the resume
53. Explain the importance of action words in a resume  
Prepare a resume

**Creating charismatic careers**

- 54. Describe how to look for careers that will interest you
- 55. Find 4 careers that interest you and describe why

**Marvelous, magical music**

- 56. List 3 ways music is important
- 57. Recite 5 elements of music
- 58. Describe 5 musical instruments

**Study smart, not hard**

- 59. Explain the benefits of sitting in front
- 60. Describe why appearance/neatness is important
- 61. List 3 ways to improve appearance/neatness
- 62. Demonstrate 11 different study techniques

**Conflict Resolution**

- 63. Explain the meaning of conflict
- 64. Define conflict
- 65. Describe the causes of conflict
- 66. List 6 approaches to conflict resolution:
- 67. Identify a method to deal with conflict when it occurs

**Team building**

- 68. Define a Team
- 69. Describe the responsibilities of team members
- 70. Explain team needs
- 71. List the stages of team development
- 72. Demonstrate a team problem-solving technique
- 73. Complete a practical lesson of team problem solving

**Community Service**

- 74. Perform a community service project

**Success Profiler**

- 75. Complete the exercises assigned from the personal skills map
- 76. Complete the learning profile
- 77. Chart a personal plan to focus on strengths and areas needing improvement
- 78. Complete the exercises assigned from the learning profile assessment
- 79. Complete the team building profile
- 80. Chart a personal plan to focus on strengths and areas needing improvement
- 81. Complete the exercises assigned from the team building profile assessment

## LET 2 Electives -- Character Education and Service

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. Students can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)\* for completing studies in character education and performing related service projects. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### Unlocking Your Potential

1. Define Potential.
2. Explain the difference between the “I can’t” attitude and the “I haven’t learned yet” attitude.
3. Discuss the statement: “It is not what I have, it’s what I do with what I have that determines my performance.”
4. Identify areas of their lives where they believe they are allowing, “being good” to get in the way of “being great.”
5. Define conditioning.
6. Define motivation.
7. Identify habits that may be keeping them from trying something new or attaining success in certain areas of their lives.
8. Explain the “Potential V” diagram.
9. Describe the thought process (how our minds store information) and how it affects our behavior.
10. Define attitude.
11. Identify habits that may be keeping them from trying something new or attaining success in certain areas of their lives.
12. Explain how attitudes are formed.
13. Discuss the statement:  
*Words are tools that predict and perpetuate performance.*
14. Define self-image.
15. Explain how self-talk and self-image affect performance.
16. List three steps for successful change.
17. Define affirmative reminders.
18. List the conditions for writing effective affirmative reminders.

### **Character Education**

19. Explain the crucial need for behavior change as the basis of Character Education.
20. Describe the power and role of the story in Character Education, to diversity and identification of the present behavioral makeup of character
21. List four basic components of character development, consisting of the thinking part, the leadership part, the team-building part and the action part of the self.
22. Use a four phase strategy for character development.
23. Describe how spoiling is detrimental to character maturity.
24. Explain the meaning and practical application of personal courage.
25. Describe how false judgments are detrimental to positive character progress.
26. Identify the destructive nature of child abuse and bullies.
27. Explain the attribute of character of “going where no man has gone before!”
28. Choose your role as a member of a team depending on the situation
29. Compare what is good and evil in character growth.
30. Provide the rationale as to how knowledge is the foundation of character maturity.
31. Describe the relationship of fear and intimidation to formation of character.
32. Explain how the value of genuine character is the capacity to celebrate life.

### **Character Education in Action**

33. Community or school projects that reinforce character education

## **LET 3 Electives Economics and Service**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance and manage credit. Once they have completed the course in financial management/economics and performed a related service, they can earn 2 college credits from the University of Colorado at Colorado Springs UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **NEFE Unit 1 - Financial Planning: Your Roadmap**

1. Identify the components in the five-step financial planning process.
2. Differentiate between needs and wants.
3. Describe how values can influence decisions.

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4. Identify the components in the five-step financial planning process.
5. Differentiate between needs and wants.
6. Describe how values can influence decisions.
7. Examine the significance of goal setting within the financial planning process.
8. Develop financial goals.
9. Describe how delayed gratification impacts the financial planning process.
10. Describe how limited resources impact choices.
11. Identify the opportunity cost of financial decisions
12. Apply a decision-making process to personal financial choices.
13. Discuss the importance of taking responsibility for personal financial decisions.
14. Solve problems that arise in mathematics and in other contexts.
15. Define key words related to financial planning.

### **NEFE Unit 2 - Career: Labor You Love**

16. Observe the criteria employers look for in employees (SCANS)
17. Relate career factors to earnings potential.
18. Discuss the effects of education and training on a career.
19. Define the characteristics of an entrepreneur.
20. Explain the steps to becoming an Entrepreneur.
21. Distinguish benefits employees should consider when searching for employment.
22. Define key words related to financial planning or careers.

### **NEFE Unit 3 - Budget: Don't Go Broke**

23. Identify the purpose of a budget.
24. Analyze pay stubs to determine resources available for financial objectives.
25. Construct a simple budget.
26. Relate spending and savings to resources available for each.

27. Describe the “P.Y.F.” (pay-yourself-first) philosophy.
28. Examine a variety of record keeping methods to be used for the budgeting process.
29. Define key words related to managing income.

#### **NEFE Unit 4 - Savings and Investments: Your Money at Work**

30. Explain the relationship between savings and investing.
31. Describe reasons for savings and investing.
32. Explain the concept of the time value of money.
33. Describe how time, money, and the rate of interest relate to meeting specific financial goals.
34. Use the Rule of 72.
35. Explain basic investment principles.
36. Discuss the impact of investment results when there is a delay in implementing a savings program.
37. Identify the relationship between risk and return.
38. Explain how inflation affects spending and investing.
39. Identify and discuss various savings and investment alternatives.
40. Define key words related to savings, investing, and time value of money.

#### **NEFE Unit 5 - Credit: Buy Now, Pay Later**

41. Define the purpose of credit.
42. Explain the importance of using and managing credit wisely.
43. Define the various costs related to credit.
44. Identify sources of credit including installment loans, student loans, and mortgages.
45. Use selection criteria for obtaining a credit card.
46. Discuss the factors to consider when building credit history.
47. Describe the advantages of using credit.
48. Discuss ways the use of credit can be abused.
49. Identify financial consequences of debt.
50. Describe the steps for correcting debt problems.
51. Identify impact of bankruptcy on credit.
52. Define key words related to credit and debt.

#### **NEFE Unit 6 - Insurance: Your Protection**

53. Explain the use of insurance as an option for financial protection.
54. Describe how insurance works.
55. Identify ways to manage the possibility of financial loss.
56. Recognize the costs associated with insurance coverage.
57. Distinguish between the types of auto insurance coverage.
58. Recognize personal automobile insurance coverage.
59. Determine factors considered to obtain the cost of automobile insurance.
60. Relate insurance to your current and future personal needs.
61. Identify general types of insurance, including health, property, life, disability, and liability.
62. Define the key words relative to financial protection or loss.

**Advanced Leadership**

- 63. Assume leadership roles in community projects that reinforce academics studied thus far in the curriculum
- 64. Community projects that reinforce environmental studies
- 65. Perform duties of assistant instructors

**Economics**

- 66. Community projects that reinforce financial planning instruction

**Academics**

- 67. School projects that reinforce academics such as tutoring

**Command and Staff Principles**

- 68. Demonstrate Command and Staff principles while continuing to perform the responsibilities and duties of an earned leadership position.

**Presenting Instruction**

- 67. Assist in the instruction of JROTC 1 and 2.

**LET 4 Electives --Citizenship Seminar**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to government processes. Once they have completed a course in citizenship and performed a related service, they can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**Writing for Sergeants (Practical exercises)**

- 1. Recognize common and proper nouns.
- 2. Recognize pronouns and explain their function.
- 3. Identify action verbs and linking verbs and explain their function.
- 4. Identify adjectives and explain their function.
- 5. Identify adverbs and explain their function.
- 6. Identify prepositions and explain their function.
- 7. Identify coordinate and subordinate conjunctions and explain their function.
- 8. Distinguish sentences from non-sentences.
- 9. Divide sentences into subjects and predicates.



10. Pick out the verbs in a sentence and describe their function.
11. Pick out the subjects in a sentence and describe their function.
12. Recognize adjectives and adjective phrases and describe their function.
13. Recognize adverbs and adverb phrases and describe their function.
14. Identify adjective clauses and describe their function.
15. Identify adverb clauses and describe their function.
16. Recognize the sentence fragment.
17. Correct the sentence fragment.
18. Recognize the run-on sentence.
19. Correct the run-on sentence.
20. Recognize the comma-splice error.
21. Correct the comma-splice error.
22. Define the term *subject-verb agreement*.
23. Distinguish between singular and plural subjects.
24. Distinguish between singular and plural verbs.
25. Make your subjects and verbs agree by using the five rules that careful writers know.
26. Form the past tenses of regular and irregular verbs.
27. Distinguish between *sit* and *set*.
28. Distinguish between *rise* and *raise*.
29. Distinguish between *lie* and *lay*.
30. Avoid inconsistent shift in verb tense.
31. Recognize errors in parallel structure.
32. Correct errors in parallel structure.
33. Recognize misplaced modifiers.
34. Correct misplaced modifiers.
35. Recognize dangling modifiers.
36. Correct dangling modifiers.
37. Recognize the subject form of the pronoun.
38. Use the subject form of the pronoun correctly in compound structures.
39. Recognize the object form of the pronoun.
40. Use the object form of the pronoun correctly in compound structures.
41. Use the *–self* pronouns correctly.
42. Recognize the possessive pronouns.
43. Use the possessive pronouns correctly.
44. Recognize the demonstrative pronouns.
45. Use the demonstrative pronouns correctly.
46. Use correctly the three end marks of punctuation—the period, the question mark, and the exclamation point.
47. Apply the five key rules for the comma.
48. Use the colon correctly.

49. Use the apostrophe correctly to form contractions and possessives.
50. Recognize and capitalize proper nouns.
51. Capitalize the names of all races, nationalities, languages, and religions.
52. Capitalize the days of the week, the months of the year, and the names of holidays.
53. Know the eleven basic rules for using capitals in military documents

### **Presidential Power Project**

54. Identify the executive powers and limitations stated in Article II of the Constitution.
55. Analyze the use of executive power throughout our history.

### **Congress Project**

56. Discuss issues that are currently in Congress and select one to follow over time.
57. Research an assigned perspective on the issue.
58. Analyze the successes, failures and activities of your assigned perspective.
59. Assess the role of Congress and how cadets can follow their representatives' actions.
60. Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions.

### **Supreme Court Project**

61. Discuss a recent Supreme Court decisions and select one to research.
62. Research a recent Supreme Court decision and determine your group's position on the issue.
63. Compare your group's decision with that of the Supreme Court.
64. Assess how the Supreme Court decision changed the Constitution.
65. Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions.

### **Advanced Citizenship and YTP Projects**

66. Research a given topic.
67. Present conclusions at the Representative Group Meeting.
68. Evaluate Small Group Meetings and Representative Group Sessions.

### **Advanced Citizenship**

69. Community projects that reinforce studies in government for example Freedom's Answer/Youthevote

### **Writing in Action**

70. Perform school projects that reinforce writing and other academics such as Tutoring

### **Leadership in Action**

71. Perform duties of assistant instructor/take leadership roles in projects and the cadet corps

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